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ABSTRACT

This middle school curriculum packet contains teaching ideas developed by United Kingdom professionals who then implemented the ideas in 15 day programs in West Yorkshire, England. The objectives were to stimulate communication and inquiry; to question accepted ideas on poverty; to challenge stereotypes; to value students' knowledge concerning inequality and injustice and relate it to situations elsewhere; to develop a questioning approach to the media; and to look at underlying causes of disasters. The course was developed for students 11-13 years of age, but can be adapted for other age groups. All ideas are designed to involve students in discussion and active learning. The packet aims to counter media images of developing nation peoples and to present an anti-racist curriculum. Classroom materials and activities are provided along with photographs of various peoples. (NL)

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EDUCATION

New Edition

DISASTERS

Teaching about disasters in the Third World

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Office of Educational Research and Improvement
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"An enjoyable and unusual day for us - great stuff!"

Every single school should have this sort of day.

How can teachers approach work on 'natural' disasters without reinforcing the negative images of the Third World presented in the media?
This pack offers a variety of teaching methods that will encourage students to think more deeply about — and experience — the underlying causes of disasters in the Third World.
Developed with 11-13 year olds, the course can be adapted for other age groups and is designed to be applied to any disaster situation.

"The majority of children seem to have got a great deal from the day and were totally involved. No mean achievement in our school."

I found out today that there is enough food in the world today to go round if it is shared properly.

"Practical and active methods."

It was very good when we had nothing at first and nothing in the end in the trading game.

"Good teaching methods. Good content."

ISBN 1 87027 45 2 2nd revised edition
(ISBN 0 907108 87 3 1st edition)

Oxfam Education Department, 274 Banbury Road, Oxford OX2 7DZ. Tel: (0865) 56777.

This pack contains teaching ideas developed by a team at Leeds Development Education Centre, who ran 15 day schools on 'Ethiopia: Behind the News' in middle schools in West Yorkshire.

The team's objectives included:

- Stimulating communication and enquiry
- Questioning accepted ideas on poverty and showing that there are alternative viewpoints
- Challenging stereotypes
- Valuing students' own knowledge about inequality and injustice, and relating it to situations elsewhere
- Developing a questioning approach to the media
- Looking at the underlying causes of disasters

Originally developed with 11–13 year olds, the course can be adapted for other age groups and is designed to be applied to any disaster situation. Most of the ideas can easily be fitted into timetabled subject lessons; alternatively you could organise a day school using volunteers or your local Development Education Centre.

All the ideas in this pack are designed to involve students in discussion and active learning to the greatest possible extent. It can be used to explore the general topic of 'disasters' or to study specific situations in conjunction with up-to-date material available from Oxfam and other aid agencies. We found it helpful to produce a fact sheet on the country we were looking at for each day school, written at an appropriate level for the students involved, with a map, information about the country and about contributory causes of the disaster (for example cash cropping, land distribution, civil war and so on).

A NOTE ON IMAGES

It is important for teachers to recognise that media images often imply that Third World peoples are passive, stupid or lazy and that these stereotypes can reflect back on black people in Britain. This pack aims to counter such stereotypes, but can only be effective in doing this in the context of an anti-racist curriculum.

In this pack we have avoided using images of greedy, very thin or fat people when looking at the causes of unequal food distribution. This is for two reasons. Firstly, it would present a negative image of fat or thin children in a society which teaches that there is only one acceptable body size, particularly for women and girls. Secondly, the underlying causes of world hunger are social, political and economic, not to do with how much any one individual eats.

The material in this pack was devised and trialled by:

Deborah Altman	Martin Dobson	Vanessa Howard	Alison Pilling	Sara Tudor
Nick Austin	Susan Eveleigh	Mike Hicks	Adam Ranson	Rob Unwin
Mary Ann Beauregard	Mike Hancock	Juliet MacDonald	Chris Rayner	Nigel West
Pete Browning	Anne Homer	Pete Martin	Philip Smith	Lucy Wilkinson
Peter Catling	Niall Holland	Cluny Macpherson	Mike Sparks	Hugh Williamson
Jane Coker	Margaret Holmes	Richard Moss	Paul Thomas	Paul Wright

Material for the 1988 revised edition was written by Cluny Macpherson, Leeds DEC, with support from Nigel West and Lucy Wilkinson (Leeds DEC) and Janet Moth (Oxfam).

First edition: 1985
Second revised edition: 1989

with support from: Oxfam Education Department, Leeds Theatre-in-Education and Bradford LEA Multicultural Advisory Service.

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Purpose...

To increase awareness of the range of possible long-term responses to tackle the causes of disasters. To promote discussion as to which of these responses might be most effective. To develop skills of discussion and cooperation.

Procedure...

Ask students to pair off; each pair will need a copy of the 'Whose Ideas?' sheet. Together they have to reach agreement as to which three of the characters have the best ideas. Each pair then joins two other pairs and they attempt to reach agreement amongst the six.

Alternatively, students (in pairs, then sixes) can be asked to rank the ideas in the shape of a diamond (best at the top, next following, etc) as below:

The teacher can then ask for a verbal report from each group of six as to which ideas they most/least like and why.

Follow up...

An 'election' can be held, with students voting for three of these characters who would have to solve the problem. This would allow for further discussion, for example on the limitations faced by elected representatives.

Variations...

Students (in groups of four to eight) are each given four blank slips of paper and write, on each, ONE idea to help prevent similar disasters occurring in future. These are then shuffled and dealt, three to each member of the group. Players then proceed as in 'rummy', taking the top 'card' from the pile to replace any ideas with which they disagree, or which they wrote themselves. This continues until each member of the group has three slips with which they agree. These can then be read out and discussed.

Resources: **World Studies 8-13** *(Oliver & Boyd)* contains a similar exercise which provided the inspiration for this one.

WHAT CAN WE DO?

Roger Copat
His idea is to get the USA and USSR to talk to each other, and agree to stop selling weapons to poor countries.

Ramphal Brant
His idea is to make rich countries like the UK trade more fairly with poor countries, for example by paying higher prices for their products.

Ron Bedloft
His idea is to keep asking for lots of money to be given by people in countries like the UK to buy food for hungry people in poor countries.

Karen Jimm
Her idea is to persuade people to be less greedy so that by giving up things they don't need, other people in the world can have a fairer share of things like food.

Pam Fox-Rosen
Her idea is to help people in poor countries by raising money for equipment to help them develop their own farmland, so they can grow enough for their own needs.

Carlos Sandono
His idea is that people in countries like the UK should stop their companies buying up the best land in poor countries and taking the food for rich countries.

Norman Thowstock
His idea is to give no help to people in poor countries, as every country has an equal chance to become wealthy; if they're poor it's their own fault.

Eddie Cater
His idea is to teach children and adults in rich countries like the UK about how their own governments help to cause disasters so that they can do something to change it.

Karla Revell
Her idea is to support groups who want to take land and wealth away from the rich and share it out more fairly.

Purpose...

To establish the world's geography and the position of the particular country or area to be studied.

To show that the world maps we usually see actually *distort* the land areas of countries and continents and to consider why map-makers from the northern hemisphere have always chosen to exaggerate the size of their countries at the expense of those in the southern hemisphere.

Procedure...

Put a large outline map on display *(one easy way to obtain an outline is to draw around an overhead projector image projected onto a large sheet of paper).*

Make out name cards for each continent or country and ask the students to come out and stick them on the map in the appropriate places.

If you have used the Mercator projection of the world for the exercise, you could then display a Peters' Projection map and discuss the differences between the two:

- Is the UK the same size in both?
- Which continents are the biggest/smallest in either projection?
- Could we draw maps in other ways *(e.g. on the basis of population or income)*?

It might also be productive to introduce particular themes here by commenting on some countries as their names go up or inviting questions, for example:

- What sort of things do we get from Asia? *(Interdependence)*
- Who drinks tea and coffee? *(Cash cropping)*

WORLD MAP: PETERS' PROJECTION

Purpose...

To establish the relative populations and food distribution for the world's countries and continents.

Procedure...

Below are the figures for the populations of seven major regions of the world and the amount of the world's cereals (wheat, rice, maize etc) they consume.

Region	% of world's population	% of world's cereals consumed
Europe & USSR	16	31
North & Central America	8	16
South America	6	4
Africa	11	6
Asia (not including China	36	24
China	22	19
Oceania	1	negligible

Source FAO

Note: figures include cereals consumed by livestock in these regions, and are for 1984/85.

Take two pieces of stiff card — one colour for population and a contrasting colour for food. The world currently has enough food to feed everyone adequately with food to spare. The dimensions of the cards should therefore reflect this: for example make the population card 100cm × 100cm and the food card 120cm × 120cm.

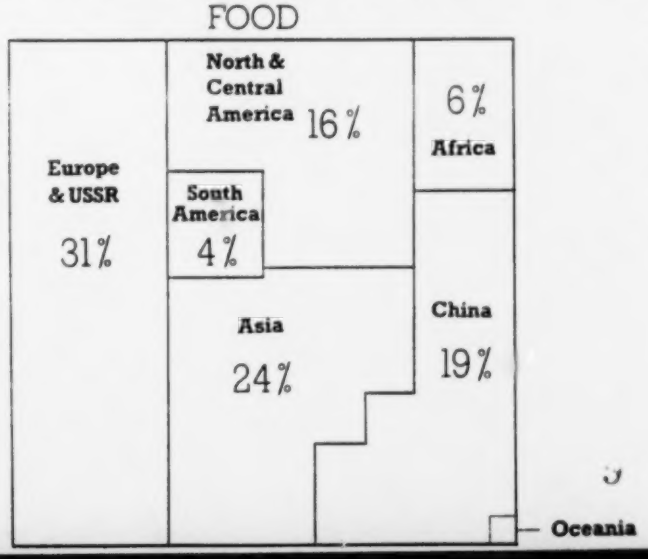
The diagram at the bottom of this page shows the rough proportions that the cards should be divided into to reflect the percentages given in the table. Cut the cards up and label them with the names of the continents they represent.

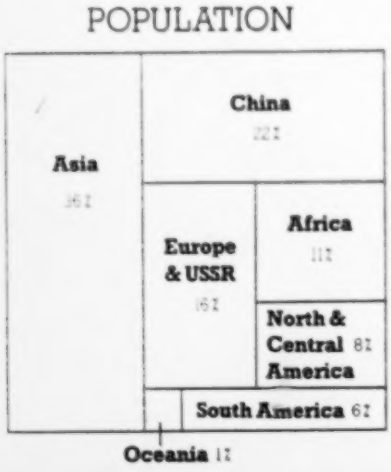
You could begin by asking the students whether they think there is enough food in the world to feed everybody. Then hand out the population cards first and then the food cards, pausing to explain or invite questions.

Possible discussion points:

- What do the cards show us about the way the world's food is distributed?
- Why do some areas use so little food?
- Don't they need to eat as much?
- Can't they grow any?
- Where do we in the UK get our food from?
- Does it look as if there might be enough food for everyone if we shared it differently?

Finally, put together the complete food and population cards to show how much extra food there is.

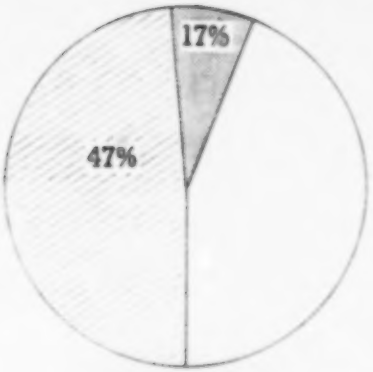




Purpose...

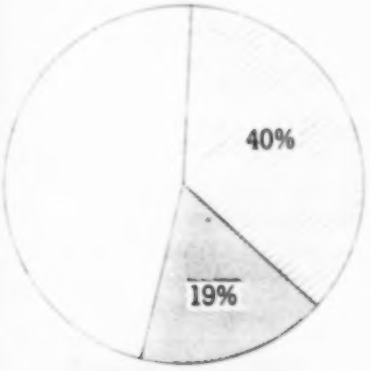
To illustrate that there is unequal distribution of resources *within* as well as *between* countries.

The figures below show income distribution in four different countries.

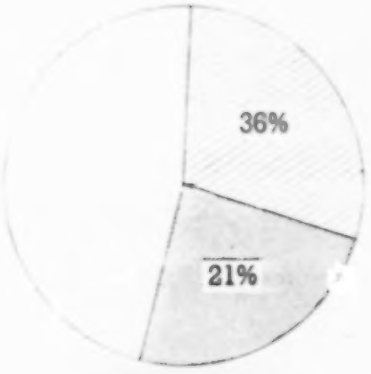


BANGLADESH

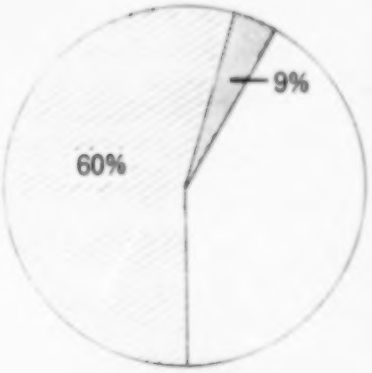
INCOME DISTRIBUTION
% SHARE OF HOUSEHOLD INCOME



UNITED KINGDOM



HUNGARY



KENYA

KEY: Highest 20%
Lowest 40%

Source: State of the World's Children 1987, published by UNICEF

Take a packet of biscuits and divide them among the students; you can do this according to just one of the sets of figures above, or you could divide the class into groups and use two or three sets of figures to provide a contrast.

This exercise can be used to stimulate discussion: Why is there inequality in a relatively rich country such as the UK? Why is it that a few people in one or two poor countries manage to become so wealthy?

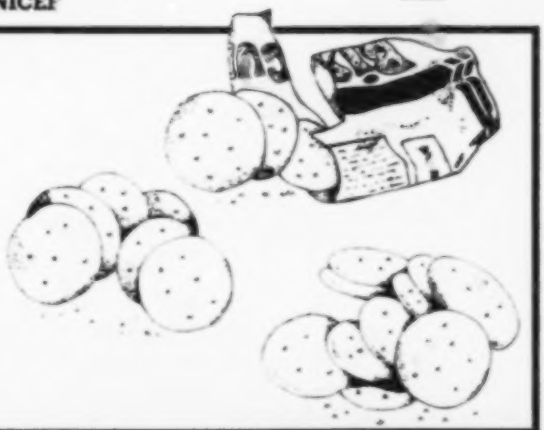


Illustration: Jude Eldridge

Purpose...

To demonstrate that the weather is often only the last of a series of factors that can cause a disaster and is not the main or only cause of a 'natural' disaster.

Procedure...

You will need as many boxes as there are elements to the situation you are looking at, each box clearly labelled according to which one it represents. Examples could include: unfair land distribution, heavy taxes, war, unjust government, bad trading arrangements, debt, cash cropping, deforestation and so on.

Then the boxes are stacked one by one in the arms of a volunteer. As they take each box there could be a brief discussion and time for questions about each factor and why it could influence a disaster.

The last box is 'weather': this must be made to bring the others crashing down. You can do this either by priming the volunteer beforehand, weighting the weather box, or simply pushing them all over.

Photo 11 may be useful for this exercise.

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Purpose...

To explore the images students have of the situation in the area being studied and to examine where those images come from.

Procedure...

This is best done in small groups of around five or six.

Each person is given a blank sheet of paper on which s/he can write single words or phrases or draw something which expresses their view of or reaction to the disaster situation being studied.

Stress that this is non-competitive — it is not important to draw well or write an essay. You could offer subject areas such as food, clothes, religion, work, houses, government etc, to help prompt a response.

Alternatively each group can 'brainstorm' ideas on to one large sheet of paper, or the whole class can call out images and ideas to be written up on the blackboard.

Initially all ideas should be accepted without comment. When they have all been called out, allow time for discussion.

The ideas that arise in a brainstorm may often be racist in that they reflect an image of black people as being poor or helpless. This needs to be handled sensitively, as unchallenged racist views from white students will often be transferred on to black people in the school or the local area.

It is very important not to devalue students because of the ideas that they hold, yet it is equally important to challenge those that devalue or stereotype other people.

One way of doing this is to look at where the students' images come from. Often they will come from the media and can be criticised without criticising the students who use them. Discussion might focus on questions such as: Are these images fair? Are they negative or positive? Do they give a representative picture of the whole area or country being studied? In order to develop the students' powers of analysis, questions such as: Why is a bad harvest news? What is it like in the cities? Is everyone poor in this country? will also be helpful and stimulate ideas.

Illustration: Jude Eldridge

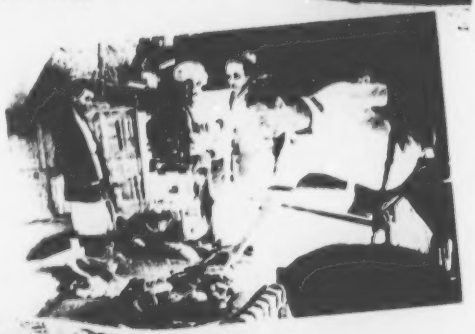
Photographs probably provide the strongest influence on our image of a disaster situation. Yet photos are not objective purveyors of the truth. Even family albums misrepresent our lives — full of pictures of holidays, weddings and smiles, but few of arguments, funerals or bored faces.

Photographs are a good resource for opening up issues for debate and discussion when first working on a topic. They can be used to bring out the students' thoughts by encouraging them to express what the pictures mean to them and how they interpret what is being represented.

This section looks at how photographs can affect our perceptions of a situation and offers three specific suggestions for how to use them in the classroom.

We have included 11 photographs, chosen for their usefulness in stimulating discussion. Different photographs will be useful for different exercises and we have offered some suggestions on this in the text. We have not put titles on the photos themselves to avoid influencing the students' initial reactions to them. The captions are given below.

1. Eritrea: mending vehicle transmission parts
2. England: arriving at Ascot
3. Martin Hoy, unemployed, London 1983
4. Filming a commercial for a charity, Shepperton Studios 1986
5. Addis Ababa, Ethiopia
6. Filipino workers demanding 'Equal pay for men and women'
7. Trying to keep warm, Britain
8. Woman and children, Ethiopia
9. Ethiopian workers grinding maize on a collective farm
10. Contrasts in housing, Nairobi, Kenya
11. Dried-out reservoir in England, 1976 — drought did not cause widespread hunger in Britain



Resources: Beyond the Frame: Young people and photography

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Purpose...

To encourage students to question why and how certain images are presented by the media and to show that they do not always give a complete picture.

Procedure...

For this exercise you will need to look out some photos for yourself. Try to use images that appeal to different emotions in people — for instance, glamorous photos in travel brochures or pictures of unhappy children in charity appeals (not necessarily from Third World agencies — photos from the UK are just as valid).

Questions you might ask are:

- what is the purpose of this photograph?
- who is it appealing to?
- what is going on outside the frame of the photograph?
- is it an accurate picture of the place?
- who took the picture?
- what different photos could have been used?

Another good way of stimulating discussion is to ask students what they would take pictures of in their home town or area if:

- they were trying to encourage people to go on holiday there?
- they were trying to raise money to help local people?

Perhaps some students have been involved in events that have been reported in the local paper. Do they think it was reported fairly? Could it have been done better? How do they think they would have reported it themselves?

Captions...

You could also investigate the use of captions under photos. For example, talk about how the captions below alter the effect of photos 3 and 1.

Photo 3...

i) Docklands development has cleared huge areas of land for new industries.
ii) Martin Hoy, unemployed, London 1983

Photo 1...

i) It's hard work making do when spare parts are unavailable.
ii) New techniques and the use of local materials have revitalised the transport industry.

i) Docklands development has cleared huge areas of land for new industries.

ii) Martin Hoy, unemployed, London 1983

Purpose...

To introduce the idea that cropping a photograph can change its meaning so that the same photograph will say different things to the same viewer. To demonstrate that photographs only show part of a whole situation.

Procedure...

Copy one or two photographs and cut them up into sections as in the example below. Hand the students one part and ask them what they think the photograph is of, where it was taken, who the people in it are, what they do. Gradually add the other parts of the photograph, discussing it at each stage. In this way the class may build up a complex and perhaps completely different interpretation of the image they first looked at.

Alternatively, give students different parts of the same photo and see how their descriptions of them vary before finally putting all the pieces together. It is also a good idea to discuss how things outside the frame of the whole picture might affect what the viewer thinks. Good photos to use for this exercise are numbers 4 and 8.

Ethiopian woman and children *(Chris Mason)*

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1

Mike Goldwater Oxfam

BEST COPY AVAILABLE

Purpose...

An important point to highlight in discussing 'disasters' is that not all the people in a 'disaster area' are affected equally.

How they cope with a situation such as a drought or a flood will depend on their access to resources.

It is therefore useful to draw attention to the fact that within rich countries there are poor people; that, conversely, in poor countries there are elites; and that, further, it is the poor that suffer first in any disaster or emergency.

The general purpose of this exercise is thus to give a clearer picture of inequalities within as well as between countries.

Photo 7 could be used to stimulate discussion on poverty in Britain and how, for instance, poor people would be most affected in times of high fuel costs.

Procedure...

Choose a picture which you think will capture the students' interest — numbers 2, 3 and 10 are good examples here — and show it to them.

You can start by asking them to write down any questions or thoughts they have about the picture for a couple of minutes and then encourage them to work out what is happening for themselves. Once you have found a picture that stimulates discussion, the teacher will only need to play a facilitating role.

The example below suggests some of the questions that could be raised in this exercise.

why has he got a silly hat on?
what is behind the trees?
what is her job?
what does this badge say?
what is he doing?
is he happy?
does he like them?
is a car coming?
does she live here?
is he going to arrest one of them?

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2

Sheila Gray/Format

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11

Pepperfoto

Purpose...

Like photographs, newspaper reports can be used as an impetus to start discussions, particularly on controversial views on the disaster, how it was caused and how to resolve the problems.

Procedure...

The report(s) you use should ideally include several points of view or statements from which questions can arise.

There are two approaches to this:

Either: Compare two opposing sides of an argument. For instance, the reports on this page contrast the pro-government stance of the News of the World with the condemnation of the Observer. Such articles could raise the issue of aid and how far western governments have a responsibility to provide aid for poorer countries in times of emergency or otherwise.

Or: Use one article containing controversial statements or highlighting an area of discussion *(probably better for younger ages)*. For instance, on the 'Ethiopia days' we used an article which talked about the sale of Ethiopian beans in Britain during the 1985 famine. This could be used as a start to a discussion on international trading and cash crops.

For younger students, the issues you discuss will need to be simplified. But for older ones more complex situations can be confronted: you might compare styles of reporting, or look at the political slant of different newspapers.

Resources: The News Behind the News
Deadlines

Nestor, and Cassandra / Noth- centuries older. several

Africa fund refusal makes UK look mean

from GEOFFREY LEAN in Paris

BRITAIN was left on the side-lines here last week as the world's rich nations unexpectedly launched a $1 billion aid fund to help rescue Africa from spreading famine and economic collapse.

Embarrassed officials on the British delegation tried over the telephone to get Ministers in London to approve a policy change to allow the Government to participate in the fund, which was mobilised by the World Bank.

They failed and Britain was revealed as the meanest Western nation. All the other important donors at the meeting either pledged money or agreed to do so, except the United States which has already launched ... and to get to the camp, ... but they didn't have that ... You can in fact buy ... round. What inadequacy. There were two little

Kuwait and Saudi Arabia, are expected to contribute.

Just short of $700 million was pledged to the fund itself; both France and Italy pledged $150 million. Japan said it was going to give $300 million and Germany $90 million in parallel finance.

Britain proposed using £75 million over the next five years. But this comes from the existing aid budget and must be tied to purchases of British goods.

The Bank refused to accept the money on these terms and British officials tried to get Ministers to 'untie' the aid. Sir Geoffrey Howe, the Foreign Secretary, and Mr Timothy Raison, the aid Minister, were prepared to authorise this, but they needed the agreement of Trade Secretary Norman Tebbit, who could not be reached.

Despite all the publicity, Britain has not yet given an extra penny to help Africa since the Ethiopian crisis broke; all the funds have come from the existing aid budget. By contrast the public have provided £30 million in individual contributions.

Because donors have become less generous, and because the debt burden has mounted, African countries will receive $2 billion less in real terms annually between now and 1987 than they did between 1980 and 1982.

Maggie in charge of rescue

By PAUL POTTS
Political Editor

MC ... almost to tears by the plight of starving Ethiopians, Premier Margaret Thatcher has made herself the driving force behind Britain's multi - million pound relief operation.

An immediate £5 million aid package was announced to MPs and massive pressure is being exerted on Common Market partners to do more.

MPs of all parties are angry that so many starve while Europe is ...

Labour MP for Knowsley North, said yesterday: "It's obscene and immoral. I can't believe that if we had the will it wouldn't be possible to get that food to the hungry. And quickly."

But the problem facing the West is of ensuring that aid and food really reach the needy.

Western diplomats ask what chance there is of that happening when Ethiopia's rulers give priority to shipping ... junket is put as high as £1pp million.

The race is not only against the clock but against the inefficiency, incompetence and even corruption of the Ethiopian regime.

The hungry are caught in the vicious game of power politics between East and West.

Bloody

Marxist strongman Colonel Mengistu is ... carrying out a bloody war ... Ambara who run the country.

EEC officials are investigating claims that vital supplies have been re-routed to the country's 100,000-strong army, and trucks sent to transport the food used for carrying soldiers.

Sir Bernard Braine, Tory MP for Castle Point, recently warned the Government of "well-authenticated eyewitness reports that large quantities of European aid — including British aid — have been diverted to the armed forces."

Mr Stuart Holland, Labour MP for Vauxhall, London, says that on a ...

24

Purpose...

This exercise presents factual information in an interesting and memorable way by involving the students.

Procedure...

Prepare a sheet of factual questions about the area being studied and hand a copy to each student. Everyone is also given a card with the answer *(or an answer)* to *one* of the questions on it.

The object of the exercise is to get all the answers to all the questions on each student's question sheet. There are two ways of doing this:

- The class swap answers with other members of the group until all the questions are answered. This means each student starts with equal knowledge and the group has to work cooperatively.
- The group is split into two teams who take it in turns to ask each other questions from the sheets. Points can be awarded by the teacher for right answers and intelligent comments.

The questions and answers on this page were used on the Leeds 'Ethiopia Days'; they are offered as examples of the type of question you might provide for this exercise. In order to avoid perpetuating stereotypes it is always advisable to do some background research into the particular disaster you are studying.

What percentage of Ethiopia's people is seriously affected by famine?

About 25%

Name three types of food exported from Ethiopia to the UK.

Melons, beans, vegetable oil.

Name two crops grown in Ethiopia for export which cannot be eaten.

Coffee, cotton.

Why does Ethiopia grow food for other countries?

To earn money to buy things it needs.

Is there enough land in Ethiopia to grow enough food for all its people?

Yes, about four times over.

How long has the present famine been going on?

The present crisis has lasted about four years, but there have been other famines in the past.

Who in the UK would have known about the famine three years ago?

The government, news reporters, aid agencies.

Why did the government in the UK decide to send help?

Because of public pressure after seeing reports on television.

The activities in this section need the help of extra adults who may be prepared to join in and also enable small group discussion to take place. There are lots of people who may be interested in working with you.
You might be able to find local people who have had experience in living in the country that you are studying. You could try to contact people through your local Community Relations Council or Council for Racial Equality. Students will probably learn much more from people talking about their experiences than from reading books.

Other groups of people who could help:

- other students in the school
- workers from your local Development Education Centre (a list of these is available from the National Association of Development Education Centres)
- parents
- Third World First groups from your local university or polytechnic
- returned volunteers — contact Returned Volunteer Action — address p.14

Making a play

Sometimes the history behind a disaster situation is so complex that it is difficult to explain in writing. An enthusiastic group of volunteers may be able to write and perform a short play, using simple, symbolic actions and little costume. If the dialogue comes largely from those portraying the poor rather than the wealthy, the poor are less likely to be seen merely as passive victims. Students too can be involved in the play, for example:

- The teacher asks all the students to 'mirror' exactly certain mimed actions *(for example, waving, squatting)*.
- Students are then asked to devise a mimed action to illustrate certain activities *(for example farming, fighting, picking coffee)*.
- At certain points in the play, the dialogue halts while teacher and students perform the appropriate mimed action.

Illustration Jak Eldridge

Really to bring the point home, you could organise a 'rich world/poor world' lunch. This aims to emphasise the differences in food distribution throughout the world.

This is achieved by preparing two types of meal; one simple rice dish and one well-balanced three-course meal. The students are then invited along to eat; each is given a ticket in advance and each ticket has the same price on it, say £5. But only a quarter of the ticket holders will be entitled to a three-course meal; the rest will only be entitled to the rice dish. When the 'guests' arrive for the meal they should pick a card out of a hat. A quarter of these will be 'rich meal' cards, three quarters 'poor meal' cards. They should read something like this:

Congratulations!
RICH MEAL
You have been chosen by the luck of the draw to receive a 'rich world' meal. Others have been chosen to receive a 'poor world' meal. You are eating at their expense since you all paid the same for your meal ticket, but your meal is worth more than you paid and theirs is worth less.

You will notice that there are fewer of you than them. If you feel this situation isn't fair, you are allowed to donate a certain amount of your food to the poor meal people *(here you can specify an amount which could be proportional to our own government's aid programme — 0.32% of GNP)*. But you are not allowed to give more than this. While you eat your meal, decide whether you think 'food aid' like this is the best answer.

Hard luck!
POOR MEAL
You have been chosen to receive a 'poor world' meal. You represent the poor world, where your children may die young as a result of their poverty. The people with the 'rich world' meals are eating at your expense — after all, you paid the same for your tickets.

You will notice that there are a lot of you, and only a few of them. What are you going to do about this?

Debriefing...

This game is particularly good for introducing discussions on how change comes about in situations of injustice and inequality. Its value is that participants remember their experiences vividly; the key to debriefing is to observe closely what happens during the meal and to relate these events to the real world in the discussion afterwards. What would happen if poor people got together to try to change their situation? How would the rich people react? Would they be happy to share? Would the poor people have acted differently if they had been given a rich meal? Could disputes and conflicts have been prevented? It may also be useful to relate these ideas to the students' knowledge of situations nearer home — for example demonstrations or strike action.

Jeremy Hanley, St Lucia

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Chris Mason Oxfam

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Raissa Page Format

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Belinda Coote Oxfam

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Caroline Penn Format

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As a follow-up to a sketch or play, students could interview the characters in role and make their own newspaper, reporting on the disaster they are studying.

Before the play is performed, do some preparatory work with them on interviewing techniques and layout — you could give them a standard layout like the one below to use. Some exercises on the day's newspapers would also be a useful introduction.

After the performance, the students work in small groups as journalists investigating the 'real causes' of the disaster. The photos in this pack, plus any other illustrations or cartoons you feel are appropriate, can be offered to them to use as illustrations on their 'front page'; allow one or two each.

When the newspapers have been produced, look at them together and compare different approaches to the story.

- Whose point of view has been put across in each one?
- What words have been used to describe the different 'characters' in the disaster?
- Why were they chosen?
- Are all the stories more or less the same or do they give different angles on the story?
- How do the illustrations chosen affect the story?

Deadlines *(see Resources)* gives detailed instructions on how to run this kind of activity, which is easily adaptable to a particular disaster situation. It is particularly effective if the students have already done some work on reporting and bias in the media.

THE VOICE OF THE NATION

DAILY CRUSADER.

RUSSIA V

U.S.A.

Most of the following organisations have local groups which might be interested in being involved in working in schools:

Oxfam, 274 Banbury Road, Oxford OX2 7DZ. Tel: 0865 56777; *contact the Campaigns Unit for the address of local 'Hungry for Change' groups.*
Third World First, 232 Cowley Road, Oxford OX4 1UH, Tel: 0865 245678.
National Association of Development Education Centres, 6 Endsleigh Street, London WC1H 0DX, Tel: 01 388 2670.
World Development Movement, Bedford Chambers, Covent Garden, London WC2E 8HA, Tel: 01 836 3672.
Returned Volunteer Action, 1 Amwell Street, London EC1R 1UL, Tel: 01 278 0804.

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Purpose...

The object of the exercise is to enable the students to look at their own lives more objectively and to see how social activities and customs which they take to be 'normal' might seem strange to people encountering them for the first time. This should help them to have more sympathy with different peoples and cultures.

Procedure...

Seat the class in a semi-circle with the teacher at the front. After an initial discussion about what role play is and about time travel *(Dr Who etc)*, read out the text below.

"The role play will be set in the future, in the 21st century and it is a meeting of the World Commission. People of other times and places have been asked here. They are all experts on their own time and will give evidence to the Commission. The experts are seated in a semi-circle and behind the main desk stands the Chief Investigator of the World Commission. S/he is wearing . . . *(whatever the teacher is wearing)* The room is quiet as the experts wait for her/him to begin.

We are gathered here today for a most important meeting. The world has changed much since your time and is now in grave crisis. Our planet is at war, our energy resources are running out and most people have no control over their own lives. We can find no solution to these problems and this is why we need your help. We have also invited experts from other times and places and we want to learn from you about your way of life as many of our records have been destroyed. Perhaps your answers can give us a path for our future.

Forgive me, my questions may seem simple, but we know little of your time. May we start with food and nourishment — everyone needs this. What did you eat before you arrived here?"

The teacher can then take on the role of Chief Investigator and pursue the discussion as seems appropriate, for example:

- Where does your food come from?
- Do you always have enough?
- How do you store food for emergencies?
- What is your favourite food?

Looking at what a 'Mars Bar' is for example, or asking for an explanation of butter mountains, can be interesting! The discussion can lead to considering the injustice of a world where food is destroyed while people go hungry.

Purpose..

To evaluate what changes, if any, have occurred in students' attitudes. To evaluate the effectiveness of teaching strategies used.

1. **Repeat the brainstorming exercise in the first section of this pack at the end of the course. Comparisons can be made with the originals.**
2. **Students can be asked to complete a questionnaire; the one below was filled in during one of the Leeds day schools; the one over the page is for you to use, filling in the name of the area the class are studying. This will provide a useful record of the effectiveness of the course.**

QUESTIONNAIRE

1) The part of the day I liked best was when ...we played the game which I thought was very good.

2) The part I liked least was when ...we sat in a circle and pretended that we were in the future

3) Before today what I knew about Ethiopia was that ...there were many people starving and they desperately need help

4) Two things I have found out today are that: ~~there~~

(a) There are also rich and wealthy, happy people living in Ethiopia

(b) Russia and the U SA were selling weapons e.t.c. to the government.

5) One thing I would be interested in finding out more about is ... How people are going to help Ethiopia in years to come if the drought continues

6) Today would have been better if ... there had been more games played and more plays being done.

7) One thing I have changed my mind about is ...that not everyone is starving in Ethiopia.

8) The next time I see Ethiopia on the television I shall look out for ... people trying to find a good way of producing food for the starving.

9) The most useful part of the day for me was when ... we discussed things I didn't know anything about

10) Finding out about Ethiopia is a good/~~bad~~ idea because ...it helps people to realise that we are very lucky having the right climate to grow food e.t.c in.

11) The most useful thing I can do to help is ... raise some money by doing a sponsered walk or something.

Other Comments:

All in all, and enjoyable day"
Thank you for coming

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1. [illegible] .....
.....

2. The part I liked least was when .....
.....
.....

3. Before today what I knew about ..... was that .....
.....
.....

4. Two things I have found out today are that:

(a) .....

(b) .....

5. One thing I would be interested in finding out more about is .....
.....
.....

6. Today would have been better if .....
.....
.....

7. One thing I have changed my mind about is .....
.....

8. The next time I see ..... on the television I shall look out for .....
.....

9. The most useful part of the day for me was when .....
.....
.....

10. Finding out about ..... is a good/bad idea because .....
.....

11. The most useful thing I can do to help is .....
.....

Other comments:

.....
.....
.....

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Listed below are all the resources recommended in this pack with details of where you can get them, together with a list of useful sources of further information.

A comprehensive list of further resources can be found in the Oxfam Schools and Youth Catalogue which is available free from: **Youth & Education Department, Oxfam, 274 Banbury Road, Oxford OX2 7DZ.** The catalogue contains up-to-date information on media, food and many other issues. It also lists Development Education Centres in the UK which can help with work on development issues. More information about development education centres is available from the **National Association of Development Education Centres** (address below).

Resources recommended in this pack...

Please check with publishers for details of current price.

Peters' Projection map: North/South map: available from Christian Aid.

The New State of the World Atlas, published by Pan: 65 maps of the world giving statistics on income, spending, health etc, sometimes distorting the world graphically to make a point.

The News Behind the News: 4-sided tabloid-style sheet which looks at the underlying reasons for the Ethiopian famine in 1985 and at media images used at the time. Available from Oxfam's Education Department.

Deadlines: Instruction booklet for a simulation on news reporting — the main story given is a crisis in a fictitious African country. Available from Oxfam's Education Department.

Beyond the Frame: An issue of Oxfam's youth magazine which offers ideas and activities for looking at photographs and how they are used. Comes with A2 poster. Available from Oxfam's Education Department.

World Studies 8-13, by Simon Fisher and David Hicks, published by Oliver & Boyd.

Watching the World: A new series of publications on the media due to be published in early 1989. Contact Manchester Development Education Project for more details.

Useful addresses...

Birmingham Development Education Centre: Gillett Centre, Selly Oak Colleges, Bristol Road, Birmingham B29 6LE, Tel: 021 472 3255.

Christian Aid: PO Box 100, London SE1 7RT, Tel: 01 620 4444.

Concord Films Council: 201 Felixstowe Road, Ipswich IP3 9BJ, Tel: 0473 76012. — stock an extensive range of films and videos on development issues.

Leeds Development Education Centre: 151-153 Cardigan Road, Leeds LS6 1LT, Tel: 0532 784030

Manchester Development Education Project: 801 Wilmslow Road, Manchester M20 8RG, Tel: 061 445 2495.

National Association of Development Education Centres, 6 Endsleigh Street, London WC1H 0DX, Tel: 01 388 2670.

Third World Publications: 151 Stratford Road, Birmingham B11 1RD, Tel: 021 773 6572.

Below is a topic web to help suggest ideas for follow-up work. It is intended as an example and is not exhaustive.